November 4, 2021

TU
TOWSON
UNIVERSITY

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Kim Schatzel, Ph.D.
President

Office of the President
8000 York Road
Towson, MD 21252

James D. Fielder, Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder:

Towson University seeks your review and approval of a substantial modification to the Master of Education in Elementary Education under Code of Maryland Regulations (COMAR) 13B.02.03.06.

The program's modifications reflect the most current and relevant specialized knowledge needed by elementary school educators and provide the tools, skills and knowledge they need to support student success. The program has been revised to align with many aspects of National Board Teacher Certification, which is a focus in Maryland and supports the university's institutional priority of Innovation in Teacher Preparation.

Please contact Dr. Westley Forsythe if you have any questions or require additional information (410-704-3312, wforsythe@towson.edu).

Thank you in advance for your review.

Sincerely,

Kim Schatzel, Ph.D.
President

KS/wrf

cc: Dr. Antoinette Coleman, Associate Vice Chancellor, Academic
          Affairs, USM
        Dr. Clare Muhoro Associate Provost for Academic Affairs
        Dr. David Ownby, Interim Dean of Graduate Studies
        Dr. Laurie Mullen, Dean College of Education
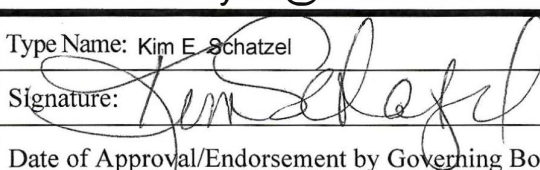   Dr. Laila Richman Associate Dean College of Education

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	

*Each **action** below requires a separate proposal and cover sheet.*

○ New Academic Program   ◉ Substantial Change to a Degree Program

○ New Area of Concentration   ○ Substantial Change to an Area of Concentration

○ New Degree Level Approval   ○ Substantial Change to a Certificate Program

○ New Stand-Alone Certificate   ○ Cooperative Degree Program

○ Off Campus Program   ○ Offer Program at Regional Higher Education Center

Payment Submitted: ◉ Yes ○ No	Payment Type: ◉ R*STARS # ○ Check #	Payment Amount: $250	Date Submitted: 11/17/2021

Department Proposing Program	Elementary Education
Degree Level and Degree Type	Master of Education
Title of Proposed Program	Elementary Education
Total Number of Credits	33
Suggested Codes	HEGIS: 802.00 CIP: 13.1202
Program Modality	◉ On-campus ○ Distance Education (*fully online*)
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date	◉ Fall ○ Spring ○ Summer Year: 2022
Provide Link to Most Recent Academic Catalog	URL: **https://catalog.towson.edu/graduate/**
Preferred Contact for this Proposal	Name: Westley Forsythe
	Title: Director of Accreditation and Compliance Services
	Phone: (410) 704-3312
	Email: **wforsythe@towson.edu**
President/Chief Executive	Type Name: Kim E. Schatzel
	Signature: Date: 11/5/21
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

Executive Summary

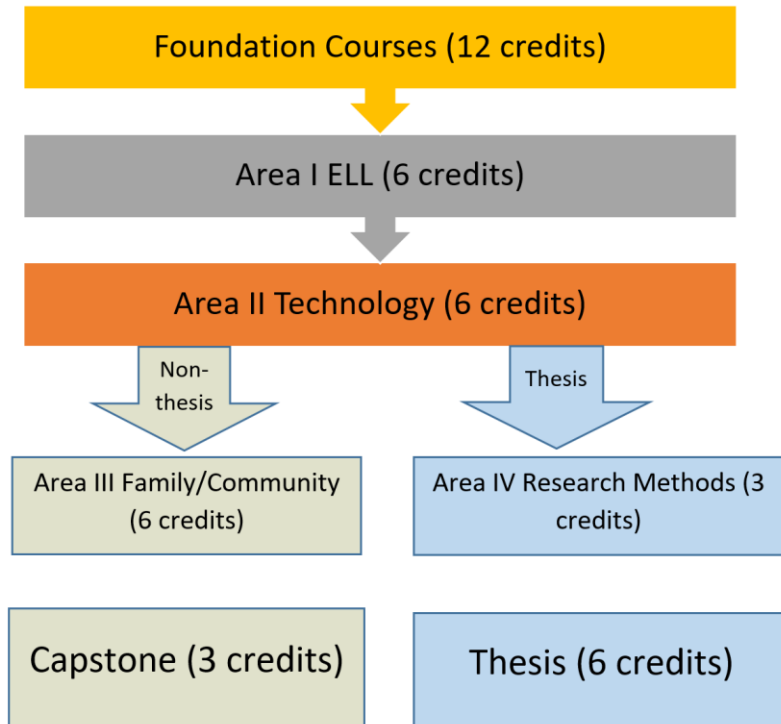## A. Centrality to institutional mission statement and planning priorities

The proposed revisions to the Master's program in Elementary Education align with TU's Institutional Priority for *Innovation in Teacher Preparation*. Towson University, originally founded as the Maryland State Normal School, has a distinguished history in the preparation of classroom teachers and education specialists. TU has been a leader in education for over 150 years. The College of Education offers a comprehensive slate of high quality, performance-based, professional education programs for the initial and advanced preparation of teachers and education specialists.

The proposed revisions are designed for elementary school teachers and educators to gain enhanced skills in research-based practices for teaching in an increasingly diverse and digitalized world. The program has been revised to align with many aspects of National Board Teacher Certification, which is an emerging area of focus in Maryland, especially in regard to the teacher advancement on the new career ladder. National Board Certification is based on the following five core propositions:1) Teachers are committed to students and their learning; 2) Teachers know the subject they teach and how to teach those subjects to students; 3) Teachers are responsible for managing and monitoring student learning; 4) Teachers think systematically about their practice and learn from experience; and 5) Teachers are members of learning communities. Coursework in the revised program support these core propositions and align directly with the National Board *Middle Childhood Generalist Standards* intended for children ages 7 – 12.

Revisions have been made to both the foundation and the elective courses. The foundation courses have been revised and reflect more updated and relevant content. Two courses from the original core (ELED 647: *Advanced Processes of Teaching and Learning* and ELED 665: *Curriculum Theory and Development*) were replaced with two newly approved courses, ELED 628: *Design Thinking in Instruction and Learning* and ELED 629: *Rethinking Education*. ELED 629 focuses on the history of curriculum policy and development in elementary schools including basic ethical and philosophical considerations, social implications, and patterns of organization, while ELED 628 addresses design thinking and its application in education settings. Both new courses align with the intended program outcomes. In addition, the revised elective courses provide a more cohesive structure which allows students to gain specialized knowledge in areas identified as critical for elementary educators. These critical areas constitute the program's specialization areas: Area I Teaching English Language Learners (ELLs), Area II Technology, Area III Family and Community Outreach, and Area IV Research Methods. All students complete the first two areas of specialization, Teaching ELLs and Technology, but then students can choose one of two tracks for the final 9 credits of the program. The first track (non-thesis) is an applied, family/community-based track and

contains Area III and a three-credit capstone project incorporating original action research. The second track is a research-focused thesis-track. In this track, students are encouraged to pursue a more concentrated study in an area of their interest and write a thesis with assistance from both the thesis committee and courses in Area IV that focus on research methods. The following visual summarizes the program of study:

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┌─────────────────────────────────────────────────┐
│         Foundation Courses (12 credits)          │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│              Area I ELL (6 credits)              │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│        Area II Technology (6 credits)            │
└─────────────────────────────────────────────────┘
     Non-thesis ↓                    Thesis ↓

┌────────────────────────┐   ┌────────────────────────┐
│ Area III Family/Community │ │ Area IV Research Methods (3 │
│      (6 credits)        │   │        credits)         │
└────────────────────────┘   └────────────────────────┘

┌────────────────────────┐   ┌────────────────────────┐
│  Capstone (3 credits)  │   │   Thesis (6 credits)   │
└────────────────────────┘   └────────────────────────┘
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In summary, the revised program reflects the most current and relevant specialized knowledge needed by elementary school educators and provides the tools, skills and knowledge they need to support student success. These changes are in alignment with Towson University's institutional priority to lead the nation as an example of best practices in teacher preparation.

B. Critical and compelling regional or Statewide need as identified in the State Plan

The revised Master's in Elementary Education program addresses the following goals outlined in the Maryland State Plan for Postsecondary Education 2017-2022:

- **Success**: The goal of success is directly aligned with this revised program which is designed for elementary school teachers and educators to gain enhanced skills in research-based practices for teaching in an increasingly diverse and

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digitalized world. Courses in this revised program offer students a multidisciplinary experiences that inform and advance best practices in elementary schools. In addition, the program of study a) prepares its graduates to pursue advanced professional certification (e.g., ESOL/English to Speakers of Other Languages) from the Maryland State Department of Education; and b) equips teachers with needed knowledge and skills to teach in a more digitalized world through an added specialization area of Technology. Graduates of this M.Ed. program are frequently promoted to leadership roles in their subject areas.

- **Innovation**: One strategy listed under the goal of innovation in the 2017-2022 State Plan is to "develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness." In the past, this program has developed cohort partnerships with elementary schools in Maryland. The revised program will continue to seek this type of partnership with local school systems to provide programs that focus on the goals of the school system and the professional development needs of school system employees.

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

According to the National Center for Education Statistics (https://nces.ed.gov/fastfacts/display.asp?id=28), about half of the nation's public school teachers have a master's degree with a lower percentage (about forty percent) in private schools. Pursuing an advanced degree such as a mater's has always been a trend among teachers in both public and private schools. A master's degree is an important milestone in a teacher's career. The first table below shows only two other institutions in the region that offer a master's degree in Elementary Education in addition to Towson University.

In the state of Maryland, a master's degree is included in the levels of teachers' career ladder as outlined by the Blueprint for Maryland's Future Act (http://mgaleg.maryland.gov/2021RS/chapters_noln/Ch_36_hb1300E.pdf). This master's program in Elementary Education will support teachers in attaining level 2 on their career ladder and prepare them for completing the National Board Certification so they can attain level 3 and ultimately move up to a new level on the career ladder. In addition, the Blueprint for Maryland's Future Act specifies the research expectations for a lead teacher, a distinguished teacher, and a professor distinguished teacher, all of which appear on level 4 of the career ladder. For instance, a lead teacher shall "have sufficient research expertise, including expertise in action research, in order to lead teams of teachers that will use research to develop programs, curriculum, teaching techniques, and other interventions." The research components of this program, both the action

research project in the non-thesis track and the thesis requirement for the thesis option align with the above research expectations for advanced-level teachers on the career ladder.

The second table below shows the program enrollment data since 2006. Around 2012-2014, the program experienced a decline in enrollment which signifies a need for revision. The program was then put on hiatus for a number of years while we revised the program to better meet current teacher needs, hence this proposal.

	Fall Enrollment in Similar Programs					
Institution	Program name	2015-16	2016-17	2017-18	2018-19	2019-20
Bowie State U	Master's in ELED	2	4	7	7	3
McDaniel College	Master's in ELED	25	29	30	35	41

Source: MHEC Trends in Enrollment Data by Program

2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
90	55	68	61	78	59	33	25	4	0	5	6	6	3

Towson University Program Enrollment

Source: MHEC Trends in Enrollment Data by Program

D. Reasonableness of program duplication

There are a couple other universities in the state and region that offer a master's a degree in elementary education. However, the proposed revisions would make the TU program unique. The curriculum aligns with many aspects of National Board Teacher Certification, which is an emerging area of focus in Maryland, especially in regard to the teacher advancement. First of all, the program includes many newly revised courses

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that provide cutting-edge, research-based knowledge in education including design thinking, matters of diversity and equity, action inquiry, social theory, educational reform and traditional/non-traditional education. Second, the unique curriculum design offers multidisciplinary knowledge in critical areas for elementary educators: Teaching English Language Learners (ELLs), Technology, Family and Community Outreach, and Research Methods. Third, this revised program emphasizes action research in elementary classrooms or schools. The non-thesis track requires a three-credit capstone project incorporating original action research while the thesis track encourages students to pursue a more concentrated study in an area of their interest. Research methods courses are offered in both the foundation and Area IV courses to help candidates accomplish the above research studies.

	Degrees Awarded in Similar Programs					
Institution	Program name	2015	2016	2017	2018	2019
McDaniel College	Master's in ELED	4	4	7	29	12
Bowie State U	Master's in ELED	2	5	1	2	4

Source: MHEC Trends in Degrees and Certificates by Program

E. Relevance to the identity of Historically Black Institutions (HBIs)

It is not anticipated that the revisions to the existing program will affect HBI identity.

F. Relevance to high-demand programs at Historically Black Institutions (HBIs)

This is not a high demand program.

G. Adequacy of curriculum design and delivery to related learning outcomes

The program requires 33 credits of study. Please see below:

Foundation (Choose four, 12 credits)			
Course Number	Course Title	Course Description	Credits
ELED 629	Rethinking Education	This course explores the history of curriculum policy and development in elementary schools, including basic ethical and philosophical considerations, social implications, and patterns of organization. This course also examines the sociopolitical objectives of school curricula in relation to social theory and historical conflict. The central theme of this course is guided by the following questions: What are the functions and effects of school curricula in American and/or globalized societies? How is social theory used to understand contemporary society and schools within these societies? What are the benefits and/or limitations of various curricular philosophies or frameworks?	3
EDUC 660	Matters of Diversity, Equity, and Empowerment in Learning Communities	Past and current trends in equity and inclusive education, underlying theories and relationship to learning in culturally diverse classrooms. Nature of bias and impact on learning environments. Evaluation and development of culturally relevant curriculum and instruction.	3
EDUC 605	Informing Educational Practice to Effect Change	Introduction to research approaches and fundamentals of doing research. Opportunities to develop an area of research interest, critically review the literature relevant to research interest and examination of how research findings are useful in forming an understanding of the practice. The emphasis is on locating, reading, and critiquing	3

		scholarly articles with an aim towards furthering new understandings towards improving practice.	
ELED 628	Design Thinking in Instruction and Learning	Introduction to design thinking and its application in education settings, including principles of design thinking; the design process and use of makerspaces in schools; use of design thinking for improving teaching, learning, and schools; and teaching design thinking to P-12 students.	3
ELED 594	Travel and Study: Elementary Education	Study abroad for educational facilities, programs or practices or selected projects in elementary education topics. By special arrangement with program chairperson and sponsoring instructors.	3
Specialization Area I – ELL (Choose two, 6 credits)			
REED 650	Social, Cultural, and Curricular Contexts for Second Language Learning	Social And Cultural Contexts Of Second Language Learners' Lives And The Different Types Of Curricular Programs For Second Language Literacy Learning. Models Of Literary Instruction Found In English For Speakers Of Other Languages (ESOL), Bilingual, Dual Immersion And Content Area Focused Settings Are Explored. Possible Relationships Between Language Arts Instructors, ESOL, And Reading Specialists Are Examined.	3
REED 651	Instruction and Assessment for Second Language Learners	Course participants will be invited to critically examine approaches to second language development and assessment for children congruent with recent research in second language acquisition in children. Class members will read professional literature framing second language acquisition and discuss strategies for implementing sound theoretical practice within the classroom. How to provide appropriate instruction based on informal and formal assessment results for PreK-12 English Language Learners will be major focus of the this course.	3
REED 652	Introduction to Linguistics for Teachers of Language and Literacy	Introduction to the basic principles and concepts of the study of language and it relevancy to teachers of language and literacy. Students will develop foundational knowledge in the areas of grammatical competence (phonology, morphology, syntax, semantic, pragmatics), spoken and written discourse, language variation, first and second language acquisition, and language processing. The course will equip students to use linguistic analysis	3

		to conduct inquiries that address issues or concerns about the use, development, assessment and/or teaching of language and literacy in classrooms or other educational settings.	
Specialization Area II – Technology (Choose two, 6 credits)			
REED 660	Integrating Technology in Literacy Instruction	A course designed to help teachers develop technology-based reading instruction. Emphasis on designing reading segments on phonemic awareness, vocabulary development, comprehension and writing, using presentation, graphics, and multimedia authoring software.	3
SPED 646	Using Technology to Differentiate Instruction	Practical application of best practices differentiating instruction, using computer software to increase the access and learning of students with disabilities in general education curriculum.	3
ISTC 603	Foundations of Distance Education	Analysis of the history and evolution of distance education. Examination of theories, principles, learning design models, and technologies used in teaching and learning of distance education and e-learning. Opportunities to apply conceptual frameworks, instructional design guidelines, and principles, current technologies in planning, development, and implementation of distance education.	3
Non-Thesis Option			
Specialization Area III – Family and Community Outreach (Choose two, 6 credits)			
SPED 605	Working with Families of Students with Disabilities	The role of the family system and the impact of having a child with a disability on that system. Practice in strategies for effective communication and family support.	3

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ILPD 746	Cultures and Contexts of Equitable Schools	Explores the characteristics of schools that use equity as a guiding principle and the ways leaders incorporate relevant concepts into the cultures of their schools. After identifying a broad operational definition of equity, participants examine components that nurture equitable school cultures, including instructional and interpersonal practices, community engagement, and teacher agency and empowerment. After gathering both survey and interview data pertaining to the culture of their own educational settings, participants focus on an area of concern and observe, describe, and analyze it through an equity lens. They then develop a means of addressing the concern using theory and practices studied in the course. To the degree possible, participants implement their plan, report the results of their action research, and identify the school's next steps to creating a more equitable learning environment for students and staff.	3
SPED 632	Assessment Issues for Culturally and Linguistically Diverse Students	Overview of educational assessment as it relates to culturally and linguistically diverse student populations, addressing the impact of variables such as language, culture, acculturation, and socioeconomic status in the assessment process. Emphasis will be placed on these and other factors impacting assessment, on informal and dynamic assessment procedures, and on the formal assessment and identification process for special education as it relates to diverse students.	3
Capstone (3)			
ELED 775	Integrated Professional Practice Seminar	Trends, issues, problems in education. Integrative investigations through quantitative/qualitative research, curriculum and instruction development, or policy and program development for selected aspects of elementary education.	3
Thesis Option			
Specialization Area IV – Research Methods (Choose one, 3 credits)			

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EDUC 761	Inquiry for Practice	Theory and methodology of educational research.	3
EDUC 789	Research Methods, Design, and Analysis	Designed to provide an overview of the philosophical and epistemological underpinnings of research methods, as well as an introduction to the theory and practice of qualitative, quantitative, and mixed methods. Prepares students to complete more advanced coursework in qualitative and quantitative research methods and applications.	3
Thesis (6 credits)			
ELED 897	Elementary Education Thesis	Original investigation using an acceptable research method and design conducted under the direction of a faculty committee.	6

The learning outcomes of this revised program and where these outcomes are reflected in the program are listed in the following table. As shown, each outcome is address by multiple courses.

Learning outcomes	**Courses**	**NBC Middle Childhood Standards**
1. Develop advanced capabilities in design thinking, creative curriculum design and innovative data-focused instruction.	ELED 628; REED 651; SPED 632	IV
2. Understand the diverse nature of learners, family and community and develop advanced capabilities in (inter)cultural competency.	EDUC 660; All Area III courses: SPED 605, ILPD 746, SPED 632; ELED 594; REED 650	I, II, III
3. Use technology and media to enhance teaching and learning.	All Area II courses: REED 660, SPED 646, ISTC 603	VIII
4. Understand and use appropriate assessment and evaluation within the teaching process.	REED 651; SPED 632	V
5. Engage in scholarly activities including action inquiry to promote student achievement	EDUC 605;	VIII

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as well as one's own professional development.	ELED 775 (Capstone)/ELED 897 (Thesis); All Area IV Courses: EDUC 789, EDUC 761	
6. Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	ILPD 746; ELED 775 (Capstone)	VI, VII
7. Think, reflect, and critically analyze the educational processes and professional practices.	ELED 629; EDUC 660	IX

In addition, the following assessments will be implemented to assess the program outcomes:

Assessment Title & Course	Learning Outcome(s) Addressed
Curriculum Project (ELED 628)	#1 Develop advanced capabilities in design thinking, creative curriculum design and innovative data-focused instruction.
Culturally Relevant Curriculum Project (EDUC 660)	#2 Understand the diverse nature of learners, family and community and develop advanced capabilities in (inter)cultural competency.
ISTE/MD Technology Standards Action Plan (REED 660)	#3 Use technology and media to enhance teaching and learning.
Informal and Formal Assessment Review (REED 651)	#4 Understand and use appropriate assessment and evaluation within the teaching process.
Action Research Project (ELED 775 for non-thesis track); Master's Thesis (ELED 897 for thesis track)	#5 Engage in scholarly activities including action inquiry to promote student achievement as well as one's own professional development.

Exploring Educational Issues: Field Experience and/or Action Inquiry (ELED 629)	#6 Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents. #7 Think, reflect, and critically analyze the educational processes and professional practices.

H. Adequacy of articulation

n/a

I. Adequacy of faculty resources

Narrative: 100% of the faculty teaching in this revised program are full-time and have a doctorate degree in a closely-related academic area.

Complete the following table:

Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Existing Faculty					
Marcia J. Vandiver	1.0	PhD/Curriculum and Instruction	Assistant Professor	Full-time	ELED 629 Rethinking Education
Cole Reilly	1.0	Dual PhDs/Curriculum & Instruction and Women & Gender Studies	Associate Professor	Full-time	EDUC 660 Matters of Diversity, Equity, and Empowerment in Learning Communities

Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Rebecca Shargel	1.0	EdD/Literacy	Associate Professor	Full-time	EDUC 605 Informing Educational Practice to Effect Change
Vicki McQuitty	1.0	PhD/Curriculum and Instruction	Associate Professor	Full-time	ELED 628 Design Thinking in Instruction and Learning
Judith Guerrero/Xiaoming Liu	1.0/1.0	PhD/Curriculum and Instruction PhD/Curriculum & Instruction: Language & Literacy	Professor Associate Professor	Full-time Full-time	ELED 594 Travel and Study: Elementary Education
Stephen G. Mogge	1.0	PhD/Curriculum & Instruction: Reading, Writing & Literacy	Professor	Full-time	REED 650 Social, Cultural, and Curricular Contexts for Second Language Learning
Meghan Liebfreund	1.0	PhD/Curriculum and Instruction: Literacy	Associate Professor	Full-time	REED 651 Instruction and Assessment for Second Language Learners REED 660 Integrating Technology in Literacy Instruction

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Faculty Resources

	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Shelly Solomon Huggins	1.0	Ed.D/Urban Educational Leadership	Clinical Assistant Professor	Full-time	REED 652 Introduction to Linguistics for Teachers of Language and Literacy
Rachel Hammer Billman	1.0	PhD/Special Education	Assistant Professor	Full-time	SPED 646 Using Technology to Differentiate Instruction
William Sadera	1.0	PhD/Instructional Technology	Professor	Full-time	ISTC 603 Foundations of Distance Education
Katherine C. Holman	1.0	PhD/Early Childhood Special Education	Associate Professor	Full-time	SPED 605 Working with Families of Students with Disabilities
Theodore Haynie	1.0	Ed. D.	Lecturer	Full-time	ILPD 746 Cultures and Contexts of Equitable Schools
Patricia Rice Doran	1.0	Ed. D. Special Education (bilingual special education emphasis)	Associate Professor	Full-time	SPED 632 Assessment Issues for Culturally and Linguistically Diverse Students
Ashley Lucas	1.0	PhD/Curriculum and Instruction	Associate Professor	Full-time	ELED 775 Integrated Professional Practice Seminar

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Faculty Resources					
	FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Scot McNary	1.0	PhD/ Clinical/Community Psychology	Associate Professor	Full-time	EDUC 761 Inquiry for Practice & EDUC 789 Research Methods, Design, and Analysis

(Note: Faculty resources must address minimum requirements detailed in COMAR 13B.02.03.11 and 13B.02.03.20 (1) at least 50% of the total semester credit hours within the program shall be taught by full-time faculty; and 2) at least 1/3 of the courses offered in an off-campus program shall be taught by full-time faculty of the parent institution.)

J. Adequacy of library resources

The University's existing collection of resources, services, and spaces is sufficient to support this revised program.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The existing facilities and instructional resources within the College of Education will continue be used to deliver this revised program including classrooms, staff and faculty offices, computer labs, and technology support.

L. Adequacy of financial resources with documentation

The current MEd program is already running without new and additional resources. The revised program will not require new faculty lines or other major outlays beyond the college's current budgetary line items.

M. Adequacy of provisions for evaluation of program

Multiple tools will be implemented to evaluate the program and the feedback will be used to guide program improvement:

- Annual Program Report will be completed each fall and submitted to the Associate Dean of the College and the University Office of Assessment. The Annual Program Report includes data on key assignments that address the

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program learning outcomes listed in #G above as well as our analysis of the data and any necessary changes in response to the data.

- The director of this program will attend the annual <u>University Assessment Day</u> where the program is evaluated by peer program directors.
- A <u>Program Completion Survey</u> will be sent to completers of the program who are one to three years out of the program.

N. Consistency with the State's minority student achievement goals

Both Towson University and College of Education place diversity, equity and inclusion at the core of their mission. TU just launched its inaugural diversity strategic plan, *A More Inclusive TU: Advancing Equity and Diversity (2020–25)*. The College is in the process of revising its Mission Statement which includes diversity and inclusivity as one of its core values. This modified program will adhere to the diversity goals outlined by the University, the College as well as the State. Future recruitment plans will include working with Towson Learning Network to establish cohorts in counties with more diverse teachers (e.g., Montgomery, Prince George).

O. Relationship to low productivity programs identified by the Commission

n/a

P. If proposing a distance education program, please provide evidence of the program adequacy in addressing the Council of Regional Accrediting Commissions (C-RAC) Interregional guidelines for the evaluation of distance education (as required in COMAR 13B.02.03.22C).

n/a

Q. Program Resources and Expenditures Tables

Instructions: Double clicking on the tables below allows you to input data as you would in an excel spreadsheet. The calculations will be completed automatically. Simply click on the page elsewhere to embed the spreadsheet in the Word document again.

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TABLE 1: RESOURCES

Fill in items highlighted in blue only

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds[1]					
2. Tuition/Fee Revenue[2]	**58,848**	**73,560**	**110,340**	**110,340**	**110,340**
a. Annual Full-time Revenue of New Students					
Number of Full-time Students					
Annual Tuition Rate					
Subtotal Tuition	$0	$0	$0	$0	$0
Annual Fees					
Subtotal Fees	$0	$0	$0	$0	$0
Total Full-time Revenue of New Students	$0	$0	$0	$0	$0
b. Annual Part-time Revenue					
Number of Part-Time Students	8	10	15	15	15
Credit Hour Tuition Rate	$613	$613	$613	$613	$613
Annual Fees Per Credit Hour	$0	$0	$0	$0	$0
Annual Credit Hours Per Student	12	12	12	12	12
Subtotal Tuition	$58,848	$73,560	$110,340	$110,340	$110,340
Subtotal Fees	$0	$0	$0	$0	$0
Total Part Time Revenue	$58,848	$73,560	$110,340	$110,340	$110,340
3. Grants, Contracts & Other Sources[3]	**$0**	**$0**	**$0**	**$0**	**$0**
4. Other Sources	**$0**	**$0**	**$0**	**$0**	**$0**
TOTAL (Add 1 - 4)	$58,848	$73,560	$110,340	$110,340	$110,340

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[1] Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

[2] This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

[3] Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

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TABLE 2: EXPENDITURES					
Fill in blue shaded areas only.					
Expenditure Categories	**(Year 1)**	**(Year 2)**	**(Year 3)**	**(Year 4)**	**(Year 5)**
1. Total Faculty Expenses	$97,090	$97,090	$97,090	$97,090	$97,090
(b + c below)					
a. #FTE	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
b. Total Salary	**73,000**	**73,000**	**73,000**	**73,000**	**73,000**
c. Total Benefits	24,090	24,090	24,090	24,090	24,090
2. Total Administrative Staff Expenses	5,520	5,520	5,520	5,520	5,520
(b + c below)					
a. #FTE	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
b. Total Salary	**4,000**	**4,000**	**4,000**	**4,000**	**4,000**
c. Total Benefits	1,520	1,520	1,520	1,520	1,520
3. Total Support Staff Expenses	5,520	5,520	5,520	5,520	5,520
(b + c below)					
a. #FTE	**1.0**	**1.0**	**1.0**	**1.0**	**1.0**
b. Total Salary	**4,000**	**4,000**	**4,000**	**4,000**	**4,000**
c. Total Benefits	1,520	1,520	1,520	1,520	1,520
4. Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
TOTAL (1-7)	$108,130	$108,130	$108,130	$108,130	$108,130

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